

USFSP Department of Journalism and Digital Communication
Spring 2020 Faculty Retreat
Friday, Feb. 7, 2020
10 a.m. – 4 p.m.

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CF: Good morning, let's dig in. We have some changes coming thanks to consolidation. This is a good opportunity to regroup and plan next steps as faculty. There are two tension points I see: (1) need to become independent as a department, particularly financially and organizationally. We're independent within the college according to the consolidation plan, but we need to emerge as actually independent. And (2) a need to be interdependent. We need to find points of connection with everything we're doing. We also need to connect with our colleagues at USFSP and in Tampa.

CF: We should be excited to be the journalism program for USF as a whole – a prominent, top 50 R1 university. We have newfound prominence, and with that comes newfound opportunity. I see a potential threat to our identity and what we've built up until now – how do we hang on to our unique identity?

CF: Looking back at our fall retreat, we've satisfied the first part of our mission statement – preserving our independence. But how do we fortify our position?

CF: A big accomplishment from the past months is acquiring our new STEP CIP. This will give us curriculum and partnership opportunities. We will be advertising it at the Tampa Synapse conference. We've applied for the Center of Digital Innovation and Community Journalism, and we'll find out whether we get funding in March. Whether or not we get the funding, we should try to find ways to keep the idea of the Center in motion – including seeking additional grants.

CF: Update from CAS chairs' meeting, we are still waiting to see budget for upcoming year, but it's not looking great because of lower enrollment university wide. Budget outlook looking to be a \$2-\$ million shortfall. Hearing of hiring freezes. College has been given flat budget to run summer courses, and if there's a shortage of funds we're looking at canceling courses. In consolidation, this campus will have a separate budget, and Journalism falls under that budget.

CF: The reporting lines between units have been changing, and St. Pete representatives are working to get additional autonomy. But there are unknowns of how the accrediting body and state will respond to the proposed setup.

JK: There wasn't a lot of new information offered at yesterday's town hall.

DE: Is our department reporting to Magali Michael or Eric Eisenberg?

CF: Solid line to Eric, dotted to Magali.

DE: Does Zimmerman know that we're THE journalism department for USF?

CF: Not sure. It would be ideal to have consistency in how each program markets itself. I'd like to have mutual linking between the sites. It's probably in our best interests to defer to deans on this. It's a work in progress.

CC: I was talking to some Tampa students in Food Photography, and they seemed to indicate Tampa deals solely with broadcast TV technology.

TS: Their broadcast track has always been done through performance and production. I agree the issue should float to a higher authority.

MA: I think they thought we'd take journalism and be part of the Zimmerman School. I wonder if we can differentiate ourselves as "Digital Journalism" with the new STEM. We truly own the "digital" space.

CF: I think our curriculum has a larger focus on digital and multimedia.

MA: Tampa's website is far better than ours.

CF: We're going to fix that. We are soon going to be on Tampa's CMS so we can go through and do a thorough sweep.

ED: Everything that gets moved over will need to be approved, so we can do a good job with this.

DE: "Digital Humanities" is a trending term these days with grants through DoE, NEH and NSF. The more we can use "digital" language, the more it will help in terms of curriculum and research money.

MA: We didn't get the new CIP out of the blue. The BoG recognizes that our curriculum aligns with STEM. We just need to communicate that better in marketing. The faster we do it for ourselves, the more claim we can lay to the message.

JK: What will it say on their degree? Mass Comm?

MA: I'm pretty sure it'll change on their diplomas starting in summer or fall 2020. When that happens, we're jumping from 45 to 48 credits but we don't know what those other three credits will be.

JK: Important to decide soon, because advising will need to know.

CF: We need to figure out what the diploma says. It might be the name of the CIP verbatim but that name does not include "journalism" like what we're naming the program.

ED: We have about a 2-month window to actually work on the website. Timeline is fuzzy.

CF: We just need to be really proactive in communicating with Tampa so they know we're here, waiting for information and ready to advance to the next step. We should be over-communicating with Tampa.

CF: We should also remember the power of word of mouth when marketing our programs. Any semester we have Tampa students coming here to take our classes, but we rarely see it the other way around. If we maintain quality offerings, we can rely on students to tell each other about us.

DE: You can also get drift numbers from the registrar.

CF: Shifting gears, let's talk NNB. We need to decide what we want to ask for from CAS in terms of staffing going forward. What do we want to pitch? It's unlikely we will get a permanent position established this coming fall. We **could** advocate for a visiting line to buy us a year until fall 2021. That's broadly what we can ask for, but we should get more specific about actual expectations in terms of NNB, teaching and other work. This conversation starts with us, but then we can include our community partners to discuss what the project might look like going forward.

TS: I agree that a visiting line is best option, with the idea that when we hire for the visiting line that that person might be a candidate for a full time position. But remember, lines don't belong to departments – they belong to colleges and the institution. Be aware that over time, that line could go somewhere else. Keep an eye on lines in the college.

DE: How many majors?

CF: Roughly 160 UG, 50 G.

CF: We should keep in mind how this will look to ACEJMC. They will be unimpressed with the loss of a full time faculty line and a potentially-revoked visiting line. We will need to wield accreditation as a weapon.

TS: But does administration value accreditation as much as we do?

CF: We are the only accredited program in USFSP CAS. We need to figure out how many in Tampa CAS.

TS: Who's paying the rent over there?

CP: College of Arts and Sciences.

TS: But I'm sure they'd prefer we pay for it.

DE: Looking at the future of NNB, I assume it would be the site for a potential Center?

BM: Grant or not, I think that even if you get a visiting faculty position by fall, there needs to be a transition **now**. If someone gets here in fall, I won't be around to help them. Also, what we are and what we are planning to become, I think the most fundamental position will be the newsroom manager – even more so than the faculty. The job of the manager will be to constantly reach out to community partners and plan news operations. Nicole Slaughter Graham is still around, and I can pass on essential NNB information to her and she can help whoever may come.

DE: Can you put this into writing? Like an NNB Handbook?

BM: A lot of it is already in writing, but a lot of the job is day-to-day work.

TS: How would we bring her onboard and pay her? What would she be?

BM: In the Center, we have created a news manager position. She'd be paid as news manager and, if she taught the course, she'd be paid as an adjunct on top.

TS: She won the Dardenne Award last year.

BM: If we get the money from the Center, all this is easier.

CF: The disadvantage of funding this through the Center is that this is limited to a year. Pursuing funding from the College could make this a long-term position. Do you see the newsroom manager role as a 40-hour per week position?

BM: Yes. We can make it less, too.

DE: There may be a way to save money around that, too. A full time newsroom manager and an adjunct would probably be cheaper than a full time visiting position.

CF: Is there a danger, if we do manager + adjunct, of losing the faculty line down the road?

DE: I'd negotiate it all at the outset, at the same time.

BM: You'll be a department in a research 1 university. You need a faculty member to do research and other person/people to manage NNB.

CC: Will the Center need my services as video editor (this was part of the Center application)?

BM: I don't know if this relates to the conversation re: the future of VideoWorks?

CF: We could pitch the newsroom manager/faculty line concept. Say we get that. We applied for money in the Center that could go toward video editing.

CF: I've heard from some folks about having some initial conversations with us. One person was Steven Buckley, former Poynter Dean and managing editor of the St. Pete Times. He has a lot of professional experience, Poynter connections and St. Pete connections. He'd be a compelling person for us to have conversations with. One limiting factor in what role he could take on is that a Bachelor's is his highest level of degree. But if you look at schools across the country, faculty with B.A.s is not uncommon.

DE: But the issue is that in Florida, as I understand it, is that an instructor has to have a degree level higher than his or her students.

JK: He's in Kenya, right?

CF: Yes, he is an associate dean there. He has a lot of interesting experience.

MA: There might be exceptions to the qualifications when you hire professional practitioners. Zimmerman tried to hire Keith Woods as a professor of practice. I think there's ways around this.

DE: Yes, there are ways around it. But it's messy. Sophie Wisniewska was an associate professor, for example, and she could not give final signoffs to many things.

BM: Would there even be money to bring him aboard? If not, it's wasting both our times.

CF: Valid concern. It applies to pretty much everything we're talking about here. We may not want to pursue a futile effort, but we can't become complacent, either.

MA: People like that have visibility in the industry, great experience, would be a great recruiting tool.

DE: He'd be coming in as visitor for the year, yes?

CF: I think that's the pitch.

DE: Some of you may remember Roslyn Satchel. She's going to be on sabbatical next year. I don't have the impression she needs a visiting appointment, she could take a class as an adjunct.

MA: Is there any type of scholarly position that can be funded via research funds? Kind of like Elena's position?

CF: Is there any harm in asking for a lot and seeing what we can get? Visiting researcher (Roslyn), visiting professor (Steven), newsroom manager.

ED: Could we use money whichever way we wanted if we raise it? We could create a great campaign to sell NNB.

CF: I think we have a pretty broad range of ability so long as it promotes the work of the department.

TS: The question is: how broad is the power of the account? Could it be used for personnel? I don't think so. If someone made a giant gift, they could endow a position.

DE: Sure, if someone wants to endow the directorship of the new center, that'd be fine. But I think that costs \$5 million.

CF: Even if we can't cover personnel with the funds, we can use that as an incentive for the college to fund positions.

DE: Caveat in terms of raising money: Now that consolidation is final-ish, if anyone has an idea of how to get money from donors we should do it ASAP so it doesn't have to go through Tampa.

TS: On one hand, we can't stay stuck not knowing how much we have to hire. But on the other hand there's a basic fairness issue.

BM: Everything we're talking about here requires **time**. We should be thinking very specifically about who's going to be doing what.

CF: We need some clarity from the college as we continue to have conversations – even informally – with folks so we can be as transparent as possible about what's possible. We should bring some ideas to the college about what we need to continue and to grow.

DE: When will we find out about the Center?

CF: First/second week of March.

DE: Might want to wait until we have an answer there before we approach the college.

CF: Is it possible that we wouldn't have as much leverage if we get the Center money?

BM: But if we do get the Center, it reinforces the vision. Makes it a stronger sell for more support.

CF: Action plan: hold tight, see what happens with Center. Meanwhile, put together a one pager about what we're looking for to be shared among the group. When we hear back re: Center, then we approach the dean to discover what's possible.

CC: When do we find out about the budget shortfall?

CF: Probably next few weeks.

CF: Changing gears, let's talk about VideoWorks.

CC: We're trying to view it as a way of generating income. A lot of times with the University, we don't know whether we can charge or not. We do charge for commencement ceremonies, but for a lot of other things it's kind of a hit or miss. We're trying to figure out what we can charge. How do we market VideoWorks? As a company? We looked at other video production companies in the area, and they have a lot better equipment than we do (but they charge a lot more).

CF: Is it a fair characterization that things have landed in our laps? We didn't do a lot to get projects... They approach us.

ED: Yes.

DE: We talked a lot about how we might market ourselves while I was chair.

ED: The issue is we can't undercut other companies because we are subsidized.

TS: Is that in writing?

ED: I'm not sure.

DE: It's unfair competition.

ED: If we made a lot of promotion and we couldn't deliver, that would be a huge problem. Our cameras and lighting were really old. In the last 6 months, we took the risk to get new equipment. Now we can do promotion and make amazing videos.

DE: I understand there are marketing challenges, but it's not like we haven't thought about this before.

ED: Now the issue is how we navigate the challenge of not undercutting the competition.

BM: Would the studio be able to use students?

MA: Yes, there's a model for that in PR and advertising programs. Zimmerman has an advertising agency run by a faculty member but staffed by students. Faculty finds clients and the students aren't paid.

CC: Initial issue was that equipment was purchased by DL so students couldn't use it. Now we have our own equipment.

ED: Yes, involving students is now the plan. We've talked to Connect about collaborating under Chris' supervision to create media.

ED: We could also approach some high end production companies to find clients. We would be an incubator to bring in customers and offer lower rates. It could be some kind of agreement wherein we are collaborating, not undercutting.

CC: Do we make VideoWorks business cards we can hand out to people?

CF: Do we feel confident enough to "go public" with what we can do?

ED: Yes, but involving students would be essential to be above-board.

DE: Be sure that if you treat this like an internship, don't use student interns to do the things graduate assistants would normally do. They'd need to actually be working.

TS: Would this be part of a course?

MA: Yes, that's how they do it in Zimmerman.

BM: You could make it a "competitive enrollment" course so faculty pick eligible students.

ED: When we worked with Connect, they wanted full independence as students. We wanted someone like Chris be the producer/director, and we would be responsible for the work. If a student isn't doing the work, he'd be pushed aside and replaced because we are on deadline. We'd be the bridge between students and the companies.

TS: We're talking a maximum of 6-8 students max, right?

MA: Can a student organization or club make money?

ED: Yes, Connect is getting paid.

BM: You can frame the course to be a lot like NNB. A real client production focus.

ED: Yes, in NNB you made strong connections with the community and we can do the same with VideoWorks. Instead of competing with other video production companies, you can collaborate with them.

CF: There's a lot of promise to what we're discussing here. We need an action plan to begin formalizing our movements. Can Edgardo and Chris compile and timeline a business plan?

MA / JK: Students wouldn't enroll in an internship or independent study year to year.

BM: English has a client communication class who worked with NNB, as an example.

MA: We could offer it as an MMC 4936 class for the fall and pilot it for one semester.

JK: I'll look through SCNS for a class already in the system.

ED: We start with the class, doing any work that needs to be done, then move on to community members.

CC: Students can use streaming to produce good stuff without advanced technical knowledge. For company videos, there's a very specific skill set they need to have.

MA: We can offer it in fall as a special topics, since it'll take a while to get a course number added to our curriculum.

ED: We will definitely be able to find clients.

MA: Do we need more equipment for a large class?

ED: They'd work in groups on different parts: video, editing, post production, audio, etc.

CF: Would the class generate revenue?

ED: Yes, but if we wanted to give free work to external customers to get the students work, we can do that too.

CF: Are we at a point where we can have a web presence for VideoWorks?

ED: Yes. We need to clarify what we can/will charge.

CF: I'd like to see some models other people are doing.

JK: We have 27 students in food photography. Eight to 10 of them could provide photos for menus at restaurants throughout area.

CC: The mini-mester is approaching. Maybe use that as a test bed?

CF: There are all kinds of curricular tie-ins. We just need to get VideoWorks ready to go.

DE: You should have a business plan for VideoWorks by the time you approach the dean re: the Center.

ED: I was recently looking into cyber security. I can get a certification in cyber security. We could start offering cyber security-related services.

CF: On that point, let's talk about curriculum. How do we train the next generation of reporters to know about technology?

BG: There's a company called KnowB4 in Clearwater increasing awareness of cybersecurity using videos.

CC: I can get Adobe certified in security, too.

ED: In 2014, Mark and I discussed with someone in Tampa 3 things we could help with: research and privacy in cybersecurity, how to develop classes and creating educational content about privacy and cybersecurity. But now, we could work with students to produce the latter.

CF: As we think about what a STEM program looks like, are cyber security, AI and facial recognition things we need to be thinking about as a curricular issue? Or as "extra," supplemental information?

MA: I think those topics are mostly connected to a computer sciences major. We need to update our classes. We can have modules on YouTube production and more technical skills. I wouldn't go into cyber security...

ED: But this is more about how to cover it, not cyber security specifically.

JK: That's a bit advanced for our students.

BG: Also a focus on the ethics of artificial intelligence. And what are the recommendations coming from AI systems? You don't have to be tech savvy to understand the general concepts.

MA: Yes, cover those topics in classes where it's appropriate (ethics, theory, social media). I argue we also need to update the inventory of courses and their curriculum. Minimal changes should be to update course numbers for classes (DIG prefix). Long term, explore updates to the curriculum. Can we offer more modern, better-matching courses that reflect the STEM CIP classification? What electives would appeal to students like the client-oriented video production/social media/coding?

ED: How often do we find students who are actually interested to do anything with coding?

MA: It's all about educating them on the importance of the skills.

ED: I come from the field. It's not easy to just jump into. It's more about getting the context of the skill and understanding how they can take advantage. How can we present it to students in an appealing way?

MA: My seven-year-old daughter began coding lessons and she loves it. There are unintimidating, fun ways to introduce coding.

CF: There's a programming class offered through the Computational Mathematics folks on campus. Talking to them, it's being taught in the more traditional computer science way learning C++ and Java. But there's a way for us to teach coding in a way that's accessible for non-majors as well.

BM: They don't have to be scientists. They can be storytellers.

CF: Update on NEP from Deni?

DE: We really need to bring in external funding and we need to do things with Poynter in order to maintain our status as a unique unit. Frechette and I are collaborating in the National Ethics Project, which has Harvard and Stanford as institutional partners. We're doing ethics audits of campus to discover strengths and weaknesses of explicit and implicit teachings of ethics. Currently working on a grant with NJIT for a NSF grant. This shows our department skills in digital humanity and our ability to apply computational skills to ethics.

JK: How do we find out where we can get external funding?

DE: Digital humanities is a big term in STEM and USF has adopted it in a few ways. NEH has a funding cycle with June deadline seeking work in digital humanities. One of us could put together somethings. DoE Institute of Science Research has digital humanities money. Indirect costs come from the government, so USF likes government agencies.

CF: Janet, room 107?

JK: I did some research on different configurations for PRW 107. We should decide what it is we want it to be. Students say it's OK for individual work and lectures, but not group work. There's also the issue of money. It would be nice if it looked like an exciting, modern multimedia workroom. Elliott Wiser suggested a corner of the room be converted into a little studio. Is it just updating furniture? Every chair is disgusting.

BM: We need an architect to produce plans. We can soundproof a booth for a studio. But it takes money.

CC: It would be great to have modular tables for group work.

CF: Would everyone be OK with taking everything out of the lab and replacing for modular desks?

MA: Could we ask for a second room, making 107 as a multimedia lab?

CP: That would knock down CAS' utilization numbers.

ED: We have 107 and the studio next door. Could more walls be added to facilitate multiple rooms? We could have an audio studio, a video studio, offices...

JK: What about the lobby in PRW 109?

TS: We want to appear technologically appealing to prospective students.

CF: We'll need to get a quote before we can make the ask for money.

JK: There's a lot that can be done. But questions: What do we want to do? How do we get money to do it? How much money can we get to do it?

CF: I think we should approach this incrementally.

JK: Should someone talk to an electrical person to see what can be done?

CF: Any steps we can take to make the space more modular is a step in the right direction. Brodosi might be someone to talk to about upgrading projectors and TVs. Also maybe the folks re-doing Davis hall for a rough idea of pricing.

DE: This might be an area where consolidation might help. There may be space planners and architects over in Tampa.

MA: Since Deni mentioned resources from Tampa, do we have a clear understanding of how the solid line reporting to Eisenberg will affect T&P, budget, etc.?

CF: Budget will come from St. Pete CAS. We also need to come up with governance documents that are in alignment with Tampa. There's a checklist we need to follow to do this. Closest thing we have to a governance document is our bylaws from 2003. We have to include our T&P guidelines. Who's doing reviews is going to become clear as we go through this process, but first we have to get our own governance documents together.

DE: Does CAS Tampa have T&P guidance on guidelines? We don't want to necessarily mirror Zimmerman's standards, but maybe we should pull guidelines from other programs in Tampa CAS who promote scholarly activity.

CF: There's an overarching document for CAS as a whole that talks about T&P, tenure. All department governance documents are online so we can use them as benchmarks to draft our own.

CF: On the checklist, the directions say to include specific language about listed points or default to what the college-level documents prescribe. Any points specifically we need to focus on?

DE: Do we need statements on graduate faculty? On our campus, graduate faculty was committee of the whole, but there may be different guidelines in Tampa for that.

CF: Not spelled out in what Zimmerman is doing. Most if not all Tampa departments have more standing committees (product of their size). Commencement attendance policy exists in some

departments. If no urgent items, Casey P and I will put together a draft for review at our next faculty meeting.

MA: I'll share the Zimmerman T&P policy and will send to everyone.

CF: Let's focus on student publications, including the Crow's Nest and its future – especially whether we as a department should be involved. There are 7 or 8 student publications on campus.

JK: The concern is that we're a small department and there are a lot of places students can get published. Crow's Nest is in a tricky situation. Only one student is not graduating in May and no one is stepping up to the plate to get involved with it. Will it exist after consolidation? We don't know. Also, Rob isn't getting paid this semester because he gave up his stipend so they wouldn't have to cut staff.

JK: All the editors of on-campus publications (save one) are journalism students. They all have a strong digital focus (except for the Crow's Nest). Do we think the CN is where they'll get the best experience? HerCampus is probably the most popular publication, but it's very bloggy – not very journalistic. Will we support some publication as a department? Some schools require students to work on student publications.

CF: It seems like there could be a possibility of collaboration between these outlets, but that's not happening now. CN seems like they're in a dire place right now, operating in the very traditional print-focused model and facing more cuts.

JK: And those students love that model! But it's only about 8 students.

DE: We at one point talked about including collegiate journalism in the Center proposal in some way in an effort to make student media financially independent.

JK: There could be an entrepreneurial class where they could learn to become independent and to make money.

TS: Is it possible the CN inadvertently created the other publications because people got turned off to them?

JK: Outcast Media, definitely. Seems like there could be synergy between SpoonU and Connect.

JK: Rob won't do this much longer.

TS: Could Frechette be a facilitator for a group meeting to discuss commonality between the publications and staffs?

BM: If we get the Center grant, we can call a meeting and offer a role.

JK: Could CN have an actual online editor to aggregate links to the other publications? ONA is another organization that could act as the digital arm of CN.

CC: The last ONA meeting was two people: president and vice president.

CF: Without a critical mass in a group, that will happen.

BM: Pubs could do a lot more if they work together. We have six different outlets and we don't have enough students for each of them as it is. How do they see the future?

MA: How many of our students overall are involved with these publications? It's a minority. Since there are so few students involved, there are fewer chances for collaboration. If we get more students interested, maybe there's more opportunities for collaboration.

MA: Even in Visual Communication, I could require students to do small assignments for these publications. Maybe forcing them to do small work for them would inspire them to get involved.

CF: And if we could create a physical space for these clubs, it could be an attractor.

JK: What if we had someone with nice handwriting to write on the white boards on the sides of PRW 107 the upcoming meeting times.

TS: I wouldn't be devastated if the CN print product went away. Get them thinking digitally like these other publications.

CF: Okay, we're out of time. In a holding pattern until we hear back regarding the Center. In the weeks that follow we will have more clarity. Thank you, everyone.